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material in French and Spanish. Especially is this true for the epoch of the French Intervention in Mexico. Another subject, on which material is rapidly accumulating, is Hispanic America and the War. The remarkable collection of Braziliana, gathered by President-Emeritus Branner, and placed at the disposal of the University, has made possible intensive work at Stanford on certain aspects of Brazilian history, notably the reign of Dom Pedro II.

In conclusion it may not be amiss to recall that Hispanic America possesses an historical portrait gallery of surpassing interest. The biographies of the early explorers and the protagonists of the Wars of Independence may be counted on to kindle the imagination of the average student. But the teacher misses a rare opportunity if he fails to invest with a living interest historical characters of a later epoch. Such names as José Bonifacio, García Moreno, Sarmiento, Alberdi, Balmaceda, Ruy Barbosa, Limantour—picked out at random—are cases in point. The lives and achievements of such men, if properly presented, not only illumine the period in which they lived but also bring home the realization that Hispanic America has contributed her quota to the world's statesmen and constructive thinkers. This impression will be reinforced if suggestive parallels are drawn from biographical material in the field of United States and European history.

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WHAT TO TEACH AND HOW TO TEACH IT IN HISPANIC AMERICAN HISTORY

Far more important than "What to teach" in Hispanic American History is "How to teach" it. Skillful manipulation of the student's curiosity in this new field will develop the sort of enthusiasm that creates graduate students and historical writers. If the proper appeal is made in the beginning, and the student is given the thrill of discovering discrepancies in Prescott, Irving, and the *Britannica*, the instructor may use wide latitude in the selection of material for his course; he will know that his work is going to "carry on", and that the proper balance and perspective will work out in the mind of the individual student. On the other hand, the class that lacks glamor of such a romantic beginning will have to be coaxed through a carefully-prepared syllabus, the balance will have to be watched scrupulously by the instructor, and much of the lecture time will be spent in the dictation of notes on topics of major importance.

The subject-matter of any college course in Hispanic American History must necessarily be determined by the class of students and the time allowance. Students of Foreign Commerce may properly be expected to use reference works in Spanish, Portuguese, and French, and so may students who choose the course as an elective. For these classes a minimum of 120 class hours (four hours a week for a year) should be required. A briefer cultural course, of 60 class hours (four hours a week for a semester) should be offered for students in other departments, and if this class is made obligatory the requirement of foreign-language reference work should be waived. Still briefer courses (of 30 hours, or two hours a week per semester) should be offered both graduate and undergraduate students who wish to prepare special topics.

The full year course (120 hours) may consider separately three periods: (1) the discovery and conquest; (2) the colonial establishments; and (3) the rise of the independent states.

The study of the first period should include a brief survey of the romantic European background with special reference to the relative positions of Spain and England in world politics. A brief general study of ethnology will suffice. For the voyages of discovery and exploration, the conquest, and colonization, the matter should be grouped about the following units: The West Indies, the Pearl Coast, Mexico, Central America, El Dorado, Peru, Chile, La Plata, and Buenos Aires.

The second period may properly be concerned with the systems of civil and military government, military events and prominent personages, commercial laws and practices, the development of agriculture and mining, relations with the Indians, relations of Church and State, the missions, the social evolution of the Creole. The Spanish political divisions are logical units for the study of this period.

The third period may be expected to include treatment of the disintegration of the colonial system and the external and internal forces which brought this about; the republics, with a consideration of the individual characteristics and problems of each; the present political, social, and economic condition in each republic.

It seems to me that the primary practical purpose of such a course should be the understanding of the social and political evolution of the Creole, for it is with this distinct type that we have to deal in our present commercial and diplomatic relations with Hispanic America. This purpose suggests the following allotment of time: to the history of the conquest, 5 weeks; to the colonial establishments, 15 weeks; and to the rise of the independent states, 10 weeks. This division is based upon the

conviction that the Creole type was essentially molded during the two hundred years preceding the wars of independence, and has suffered only accidental changes since that time. As I have stated in another place, "it is easy to exaggerate the importance of this latter period, but for the proper understanding of the non-political element of Latin America—the great Catholic business and land-holding population—one must study their culture at its source, in their long period of colonial administration".

Since there is no satisfactory text for such a course, the professor must draw up his own plan of study and may be allowed considerable latitude in the treatment of special topics. His lectures should be supplemented by reference work on the part of the students, including the preparation of outlines and topical reports. The five-minute written quiz on the lecture of the preceding day is an excellent stimulus. The undergraduate student may be allowed a wider bibliographical range in this than in other studies since the subject is so new. The use of sources like the *Documentos Inéditos* and the *Memorias de los Vireyes*, should be encouraged. The student should be familiar with the *Historiadores Primitivos*, the Hakluyt and Purchas collections, the publications of the Hakluyt Society, and such authorities as Las Casas, Herrera, Castellanos, Laureano de la Cruz, Gumilla, Piedrahita, Garcilaso de la Vega, Humboldt, Mendieta, Acosta, Dobritzhoffer, Funes, Charlevoix, Rosales, Simon, Wafer, Juan and Ulloa, La Condamine, etc. The student may be required to summarize such a book as Bourne's *Spain in America*, one of Markham's volumes, one of Father Zahm's, or some similar scholarly work. Unsympathetic works may be used for reference if due caution is given and historical discrepancies are noted.

The 60-hour course may follow substantially the topics listed above with a somewhat different balance between the periods: three, six, and six weeks respectively might be devoted to the three periods. In such a course, the present condition of the Hispanic American states grows in importance as compared with colonial conditions, although it does not overreach the latter. The restriction to the use of references written in English is not so serious since we have so many satisfactory translations and such excellent historical studies are now coming from the scholars at such Universities as California and Texas and from the group associated with the HISPANIC AMERICAN HISTORICAL REVIEW.

Besides these two major courses, a number of briefer ones may be offered in alternating years for both graduate and undergraduate work. A suggested syllabus for a 30-hour course in Hispanic American Rela-

tions is printed on pages 430-434 of this issue. Similar courses may be offered in the History of Peru, the Conquest of New Granada, the History of the Missions, the *Leyes de Indias*, our Caribbean relations, the History of Brazil before the Republic, Church History, Hispanic American Archaeology and Ethnology, etc. The course in Hispanic American Relations seems especially important and might well be demanded in all programs of studies where history is a required course.

The Missions form probably the most interesting subject for special studies. Some knowledge of the missions is essential to the understanding of even present-day political problems in South America. The native races form an important element of the population in all the Hispanic American republics except Argentina, Uruguay, and some of the islands; and it is hardly longer a matter of controversy that the slow educative process of the system of "reductions" proved the happiest way of insinuating civilization into the Indian.

For the lover of the romantic, no study yields more fascinating results. The reductions of Paraguay are comparatively well known; their history is prosaic when compared with that of some of the others, notably those established along the Marañón. The "Conquistadores of the Cross" enacted the scenes of *Amadis de Gaula*: they were the product of a romantic, imaginative, and fervently religious age, and they entered just as heartily into a three-days' journey into the wilderness to baptize a dying Indian, as we would into a week-end at a mountain *spa*. Dobritzhoffer, Falconer, Mendieta, Motolinía, Acuña, Carvajal, Ruiz Blanco, Rivera, Menéndez, Figueroa, Amich, Mussani, Benavides, Kino, and a score of other chroniclers of the missions, have eye-witness tales to tell that will cheer many a winter fireside. At the very least the student should be given a sympathetic approach to the study of the missions; whenever feasible a whole course should be devoted to the topic, and graduate study of the missions should receive whole-hearted encouragement.

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HISPANIC AMERICAN HISTORY FROM THE STUDENT STANDPOINT

Is Hispanic American history worth while as a study in our American colleges? If so what are the specific benefits to be derived from such a study?